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SELECTIVE RETENTION: A LONGITUDINAL ANALYSIS. V. A COMPARISON O--ETC(U)
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**SELECTIVE RETENTION: A LONGITUDINAL ANALYSIS. V. A COMPARISON
OF THE ATTITUDES, PERCEPTIONS, AND EXPERIENCES OF CLASS "A"
SCHOOL AND APPRENTICE TRAINING PERSONNEL**

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REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER NPRDC TR 82-11	2. GOVT ACCESSION NO. AD A107 896	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) SELECTIVE RETENTION: A LONGITUDINAL ANALYSIS. V. A COMPARISON OF THE ATTITUDES, PERCEPTIONS, AND EXPERIENCES OF CLASS "A" SCHOOL AND APPRENTICE TRAINING PERSONNEL		5. TYPE OF REPORT & PERIOD COVERED
7. AUTHOR(s) Samuel B. Landau Kevin I. McCabe Patraicia L. Wagner		6. PERFORMING ORG. REPORT NUMBER
9. PERFORMING ORGANIZATION NAME AND ADDRESS Navy Personnel Research and Development Center San Diego, California 92152		8. CONTRACT OR GRANT NUMBER(s)
11. CONTROLLING OFFICE NAME AND ADDRESS Navy Personnel Research and Development Center San Diego, California 92152		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS Z0107-PN.02
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		12. REPORT DATE October 1981
		13. NUMBER OF PAGES 53
		15. SECURITY CLASS. (of this report) UNCLASSIFIED
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Attrition General attitudes Advancement opportunities Retention Duty station experiences Work environment Training experiences Organizational commitment Class "A" school Satisfaction Apprenticeship training Behavioral intentions		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The purpose of the present effort, one in a series of longitudinal investigations, was to compare the training attitudes, perceptions, and experiences of Class "A" school (AS) and apprentice training (AT) personnel. Approximately 8 months after the completion of recruit training, a sample of 1892 enlisted personnel responded to a questionnaire designed to measure these factors. Results indicated that the general attitudes, training experiences, duty station experiences, commitment, and satisfaction of AS personnel were more positive than those of AT personnel. The two groups differed concerning the		

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perceived usefulness and applicability of their training. The most important predictors of the behavioral intentions "to complete enlistment" and "to reenlist" were attitudinal items, such as little regret with the enlistment decision, perceptions of advancement opportunities, and organizational commitment. It was concluded that work environment and job content are important factors in attrition and retention behavioral intentions.

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FOREWORD

This research and development was conducted within project Z1178-PN, Attrition Analysis and Management, under subproject Z1178-PN.02, Retaining Qualified Enlisted Personnel (formerly Selective Retention: A Longitudinal Analysis) and the sponsorship of the Deputy Chief of Naval Operations (OP-01). The objective of this subproject is to identify factors that are related to attrition of first-term enlisted personnel and that will aid in retaining those who can best benefit the Navy. Factors are being identified by analyzing responses to questionnaires administered to a cohort of enlisted personnel at various points during their first enlistment.

This is the fifth in a series of reports that have been issued under this subproject. Previous reports in this series described factors that are predictive of attrition during recruit training; recruits' attitudinal changes between the beginning and end of recruit training; the difference in attitudes of recruit training graduates, delayed graduates, and attrites; and the effects of behavioral intentions, satisfaction, Navy commitment, and other variables on attrition 6 to 7 months after recruit training (NPRDC Tech. Reps. 79-5, 80-18, 81-03, and 82-9). A special report related to but not part of the series described the effects of unmet expectations, satisfaction, and commitment on reenlistment intentions (NPRDC Spec. Rep. 81-25). The purpose of the effort described herein was to compare the training attitudes, perceptions, and experiences of Class "A" school and apprentice training personnel.

Project RETAIN, which is being carried out at NAVPERSRANDCEN, has used the report findings and recommendations in designing an adjustment and fleet-orientation program for general detail personnel.

JAMES F. KELLY, JR.
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SUMMARY

Problem and Background

Turnover rates of first-term enlisted personnel, due to either attrition occurring during their 4-year enlistment or their failure to reenlist at the end of that enlistment, have been a concern of military planners. This loss of personnel has resulted in increased costs associated with recruitment, selection, placement, and training. To address this problem, the Navy Personnel Research and Development Center is conducting a longitudinal study of a cohort of first-term enlisted personnel. In this study, subjects are being administered questionnaires at various points during their enlistment and responses analyzed to identify factors related to attrition and reenlistment. Previous reports issued concerning this study addressed (1) factors that were related to attrition during recruit training, (2) changes in recruit attitudes and perceptions that occurred between the beginning and end of recruit training, (3) differences in attitudes of recruit training graduates, delayed graduates, and attrites, (4) the effect of unmet expectations, satisfaction, and commitment on the intention to reenlist, and (5) the effects of behavioral intentions, satisfaction, Navy commitment, and other variables on attrition 6 to 7 months after completion of recruit training.

Objectives

The major purpose of this report was to compare the training attitudes, perceptions, and experiences of Class "A" school (AS) and apprentice training (AT) personnel.

Approach

A questionnaire was developed and administered to sample members for whom addresses were available approximately 8 months after they had finished recruit training. The questionnaire contained items covering demographics, general Navy attitudes, training experiences, organizational commitment, and satisfaction with various aspects of the Navy and duty station experiences.

Responses were analyzed to determine the differences in attitudes and training experiences between those who had attended a Class "A" school and those who went to apprentice training. Also, stepwise multiple-regression analyses were performed to determine which variables were the best predictors of the behavioral intentions "to complete the enlistment" and "to reenlist."

Results

1. The general attitudes, training experiences, duty station experiences, commitment, and satisfaction of AS personnel were more positive than for AT personnel.
2. The best predictors of the intention to complete the enlistment were lack of regret regarding the enlistment decision, attempts to advance in rate, and organizational commitment.
3. The best predictors of the intention to reenlist were the intentions to make the Navy a career, lack of regret with regard to the enlistment decision, and perceptions of not being able to get a better civilian job.

Conclusions

1. The personnel who attended "A" school generally had more positive evaluations of the Navy than did personnel who attended apprentice training.
2. The perception of the advancement opportunities provided by the Navy was an important determinant of the behavioral intentions to complete the enlistment and to reenlist.
3. Work environment and job content were important factors in attrition and retention behavioral intentions.

Recommendations

1. Early in their military careers, individuals should be given extensive information through General Military Training or Career Counseling programs (already in existence). Such information should include explanations of the need for "undesirable jobs," methods for moving from these types of jobs to specific ratings, and clarification of existing career path advancement procedures and their associated promotional opportunities.
2. Consideration should be given to extending apprentice training for seamen and airmen apprentices. (Firemen are already receiving extended training.) This would not only increase job proficiency in the fleet, but would also improve the performance and attitudes of apprentice training personnel.

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INTRODUCTION

Problem

Turnover of Navy enlisted personnel has generally been assessed from two perspectives. One perspective has focused on attrition, the discharge of personnel before the expiration of their active obligated service (EAOS) and the other on retention, reenlistment after EAOS. As turnover has increased, so have the costs associated with the replacement of personnel such as for recruitment, selection, training, and placement (Goodstadt & Glickman, 1975; Sinaiko, 1977).

Background

To address this problem, the Navy Personnel Research and Development Center (NAVPERSRANDCEN) is conducting a longitudinal study of a cohort of first-term enlisted personnel. Since such personnel attrite throughout their enlistment cycle, from the beginning of recruit training to the expiration of EAOS, it was decided to administer questionnaires to the subjects at various points during the cycle. Responses to these questionnaires will be useful in providing information that will aid in identifying and retaining those who can best benefit the Navy and in determining how attitudinal changes--occurring from one assessment point to the next--affect attrition and reenlistment.

This is the fifth in a series of reports issued on the longitudinal study. The first report (Landau & Farkas, 1978) provided information obtained from a questionnaire (Q1) administered to 4911 recruits at the three Recruit Training Centers (RTCs) during their fourth day of recruit training. Q1, comprised of 144 items, was designed to examine the relationship between individual (personal) and organizational (work environment) factors and to determine how these factors relate to attrition and reenlistment. Individual factors were covered by items assessing (1) demographics, (2) motivations for joining the Navy, (3) behavioral intentions (e.g., to complete enlistment), (4) expectations (e.g., of boot camp), (5) general attitudes (e.g., toward the Navy), and (6) personality attributes (e.g., extent to which one perceives that environmental situations are controlled by oneself or by external events). Organizational factors were covered by items assessing (1) rated desirability of work outcomes, and (2) expectancies of realizing those outcomes in the Navy. A copy of Q1 was provided as an appendix to Landau and Farkas.

The second report (Landau, Farkas, & Wagner, 1980) provided information obtained from a questionnaire (Q2) administered to 3672 recruits during the last week of recruit training. Although 4483 members of the original sample remained on active duty at that time, 811 of them either were not present (e.g., because of illness, duty) on the day the Q2 was administered or had been "set back" for academic, behavioral, or medical reasons. (About 18 percent of recruits entering the RTCs are required to repeat portions of training or make up those that they missed.) Q2 comprised 144 items, 79 (55%) of which were similar or identical to those included in Q1. It included items assessing demographics, general attitudes, boot camp experiences, met expectations (in boot camp), personal considerations (desired outcomes that conceivably could have been attained in recruit training), commitment to the Navy, and future expectations (of the Navy). A copy of Q2 was provided as an appendix to Landau et al.

The third report (Farkas, 1980) compared the attitudinal responses, obtained through responses to Q1 and Q2, of recruits who were discharged during recruit training (attrites); those who graduated from recruit training after a delay for academic, behavioral, or medical reasons (setbacks); and those who graduated from recruit training without delay

(graduates). The fourth (Landau, 1981) described the effects of behavioral intentions, satisfaction, Navy commitment, and other variables on attrition 6 to 7 months after completion of recruit training. Also, a special report (Farkas, 1981), related to but not part of the series, described the effects of unmet expectations, satisfaction, and commitment on reenlistment intentions.

Objective

The objective of this report was to compare the training attitudes, perceptions, and experiences of Class "A" school (AS) and apprentice training (AT) personnel. Additionally, reactions to one's first permanent duty station was sought for those who had completed their training.

METHOD

Procedure/Subjects

In March 1978, about 7 to 8 months after the original sample of 4911 recruits had completed recruit training, the third questionnaire (Q3) was mailed to the 3772 individuals for whom present military addresses could be obtained (from the enlisted master record tape). Two months prior to the mailout, in January 1978, these individuals had been sent a letter informing them that they would soon be receiving Q3 and providing a general description of the results obtained from Q1 and Q2. It was hoped that providing such information would increase the Q3 response rate. A copy of the letter is provided in Appendix A.

Measurement Instrument

Q3, entitled "Training Experiences Questionnaire," consisted of 164 items. A copy of Q3 is provided in Appendix B; items within the questionnaire sections are discussed in the following paragraphs. Except for demographic items and those items assessing satisfaction with present duty station (paras. 1 and 7 below), responses were made on a five-point Likert-type scale, ranging from "Strongly Agree" to "Strongly Disagree."

1. Demographics. Nine items (Nos. 4-12) were included to assess demographical data, such as marital status, occupational status, pay grade, and present assignment. (Items 1-3 provided name, social security number, and rate.)

2. General Attitudes. A group of 23 items (Nos. 13-35) was included to assess behavioral intentions, satisfactions, perceived Navy opportunities, and influences of others toward being in the Navy.

3. Training Experiences. A group of 64 items (Nos. 36-99) was included to assess general training experiences (encompassing both apprentice training and "A" school). These items measured respondents' perceptions of the methods and adequacy of the training, instructors, habitability, peer relationships, discipline, and expectations.

4. Navy Commitment. A modification of the Organizational Commitment Questionnaire (OCQ) (Porter, Crampon, & Smith, 1976) was used to assess commitment to the Navy (Nos. 100-114).

5. Specific Class "A" School Perceptions. Items 115-119 dealt specifically with the training perceptions of those who were presently attending or had completed Class "A" school.

6. Present Duty Station Experiences. Items 120-133 assessed the extent to which various outcomes had been experienced at the present duty station by individuals who had completed Class "A" school or apprentice training. Included were items concerning supervision, peer relationships, duty station rules, and aspects of the work environment.

7. Present Duty Station Satisfaction. A subset of work outcomes (Nos. 134-153), previously included in Q1 (Landau & Farkas, 1978), was used to measure the extent to which individuals who had completed Class "A" school or apprentice training were satisfied with various duty station conditions. A five-point Likert-type scale ranging from "Extremely Dissatisfied" to "Extremely Satisfied" was used to assess responses.

8. Specific Apprentice Training Perceptions. Items 154-164 pertained to specific perceptions apprentice training graduates had concerning their training.

Analyses

1. Responses from AS and AT personnel were compared using one-way analysis of variance procedures to assess differences in their attitudes, perceptions, and experiences.

2. Items assessing general attitudes, training experiences, experiences at present duty station, and satisfaction with present duty station were factor analyzed using principal components varimax rotation to reduce the items to a manageable number. For each group of items, indices were computed based on the average responses to the items comprising emerging factors.

3. To determine which variables best predicted the behavioral intentions "to complete the enlistment" and "to reenlist," the sample was randomly divided into a validation group and a cross-validation group. The demographic, general attitudes, organizational commitment, and type of training ("A" school vs. apprentice) items and the indices derived from the items assessing training experiences, duty station experiences, and duty station satisfactions were then used to predict the behavioral intentions in a stepwise multiple-regression analysis using the validation group. Results were checked using the cross-validation group.

RESULTS

Response Rate

A total of 1892 questionnaires with identifying information were returned, resulting in a response rate of 50.2 percent. Of these, 1366 individuals completed Class "A" school and 475, apprentice training. Since the remaining 51 respondents did not indicate the specific training they received, they were omitted from most subsequent analyses.

Table 1, which compares the demographic variables for those who completed Q3 with those who completed only Q1 and Q2, shows that the two groups differed significantly on

Table 1
Demographic Variables for Respondents Completing Only the First Two
Questionnaires (Q1/Q2) and Those Completing the
Third Questionnaire (Q3)

Variable	Percentage of Respondents		χ^2	df	
	Q1 and Q2 Only ^a	Q3 ^b			
<u>Sex</u>					
Male	96.5	94.3	12.49**	1	
Female	3.5	5.7			
	100.0	100.0			
<u>Race</u>					
Caucasian	84.2	87.4	9.12*	2	
Black	12.2	9.9			
Other	3.5	2.7			
	99.9	100.0			
<u>Marital Status</u>					
Single	88.1	85.9	7.50*	2	
Married	11.0	13.5			
Other	.8	.5			
	99.9	99.9			
<hr/>					
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	<u>z^c</u>
AFQT Score	59.33	17.92	61.39	18.63	10.88**
Educational Level	11.59	.99	11.68	1.03	6.99**
Age	20.46	2.04	20.65	2.23	8.51**

Note. Totals do not always equal 100.0 percent due to rounding.

^a Does not include Q1 and Q2 respondents who also responded to Q3. Ns ranged from 2689 to 2966.

^b Ns ranged from 1758 to 1827.

^c z-tests for nonindependent samples (McNemar, 1969, p. 106).

*p < .05.

**p < .01.

all variables shown.¹ Q3 respondents were older, had more education, and had higher AFQT scores than were the Q1/Q2 respondents. Also, Q3 respondents represented a higher proportion of females, Caucasians, and married people than did Q1/Q2 respondents.

Demographics

Table 2, which compares the demographic variables of AS and AT respondents, shows that the two groups differed significantly on all variables except marital status and age. ASs had more education, higher pay grades, and higher AFQT scores than did ATs. They were more likely than ATs to be a designated striker, to be a student, or to be working in their rating, and were less likely to be stationed on a ship. ASs also represented a higher proportion of females and Caucasians than did ATs.

General Attitudes

From Table 3, which compares the general attitudinal item responses for ASs and ATs, it is apparent that ASs had more positive attitudes than did ATs. ASs were more satisfied with the Navy, perceived greater opportunities to improve the quality of their lives, perceived more family approval for being in the Navy, and had higher intentions to remain in the Navy, to complete their enlistments, and to advance. Although not shown in this table, organizational commitment was also greater for ASs than for ATs (3.21 vs. 3.07, $F(1,1713) = 13.33$, $p < .01$).

Although the two groups did not differ on satisfaction with pay and benefits, reenlistment intention, sex discrimination, and most questions concerning the influence of others toward being in the Navy, they did differ on a number of questions related to attitudes toward remaining in the Navy. AT responses reflected more desire to leave, racial discrimination, regret over having joined the Navy, Navy interference with family life, and perception of better civilian job opportunities than did AS responses.

Training Experiences

Since the Training Experiences section included 64 items, Table 4 presents only the 10 items that represented the most disparity between ASs and ATs. The complete list of the item comparisons is provided in Appendix C.

As shown in Table 4, ASs were more likely to report that they expected to attend a Class "A" school, had enough free time, had received training in the general occupation area they wanted, perceived opportunities for advancement, and were satisfied with their training than were ATs. The data provided in Appendix C indicates that ASs were more likely to report considerations pertaining to positive interactions with instructors, peers, and the training itself than were ATs. On the other hand, ATs were more likely to report that they expected to go to apprentice training, did not have enough privacy, had little choice in setting their daily routine, had to spend too much time studying, and would have liked more "hands-on" experience. The two groups did not differ significantly on several motivational, habitability, and leadership items (e.g., working hard, housekeeping duties, pressure from supervisors).

¹Chi square (χ^2) analyses were used to compare respondents who returned Q1 and Q2 with Q3 respondents. Since Q3 respondents were not included in the group of respondents to the first two questionnaires, the χ^2 assumption of independence of observations was not violated.

Table 2
Comparison of Demographic Variables for Class "A" School
and Apprentice Training Personnel

Variable ^a	Training (Percentage)		χ^2	df		
	Class "A" School ^b	Apprentice ^c				
Education ^d			22.76*	2		
Less than high school	36.4	45.5				
High school	54.4	50.9				
More than high school	9.2	3.6				
	100.0	100.0				
Sex (6)			7.73*	1		
Male	93.2	96.8				
Female	6.8	3.2				
	100.0	100.0				
Race ^b			23.65*	2		
Caucasian	89.7	81.0				
Black	7.9	15.3				
Other	2.3	3.6				
	99.9	99.9				
Marital Status (5)			4.66	3		
Never married	86.5	86.3				
Married	11.2	12.9				
Divorced	1.5	.6				
Other	.7	.2				
	99.9	100.0				
Pay Grade (4)			104.31**	3		
E-1	1.6	2.9				
E-2	53.6	77.3				
E-3	26.6	16.2				
E-4	18.2	3.6				
	100.0	100.0				
Occupational Status (10)			571.45**	2		
Designated striker	74.8	17.2				
Striking for a rating	10.4	60.8				
Not striking for a rating	14.8	22.0				
	100.0	100.0				
Primary type of work (9)			229.86**	5		
Student	29.4	6.6				
Mess man duties	6.8	11.9				
Compartment cleaning	3.8	4.8				
Painting, chipping, other upkeep	6.1	22.2				
Working in rating	39.5	25.3				
Other	14.4	29.1				
	100.0	99.9				
Present Assignment (7)			172.92**	4		
Shipboard duty	37.1	67.7				
Shore duty	24.4	15.0				
Air squadron on carrier	1.6	4.0				
Air squadron ashore	8.3	7.2				
School	28.5	6.1				
	99.9	100.0				
	Mean	SD	Mean	SD	F	
AFQT scores (EMR)	65.68	17.46	49.10	15.5	313.51**	1/1759
Age (EMR)	19.81	2.01	19.91	2.24	NS	1/1771

Note. Totals do not always equal 100 percent due to rounding.

^aNumbers in parentheses refer to Q3 item number.

^bNs ranged between 1302 and 1365.

^cNs ranged between 454 and 475.

^dInformation obtained from EMR tapes.

*p < .01.

**p < .001.

Table 3
Attitudinal Comparisons of Class "A" School (AS) and
Apprentice Training (AT) Personnel

Variable ^a	Training	Percentage of Recruits Reporting ^b			Mean ^c	SD	t
		Agreement	Uncertainty	Disagreement			
Items Where ASs Experienced More Agreement Than Did ATs							
So far I am generally satisfied with the Navy (13)	AS	64.4	17.6	18.1	3.51	1.04	58.77**
	AT	43.0	27.3	29.6	3.07	1.15	
The Navy has provided me an opportunity to improve the quality of my life (35)	AS	69.7	15.1	15.2	3.70	1.06	22.93**
	AT	56.0	22.1	21.9	3.42	1.21	
In general, my family approves of me being in the Navy (24)	AS	78.9	13.2	7.9	3.90	.90	15.37**
	AT	68.5	17.9	13.6	3.70	1.02	
I intend to make the Navy my career (21)	AS	5.9	46.3	47.8	2.34	.98	15.00**
	AT	4.6	40.4	55.0	2.14	1.03	
I intend to complete my enlistment (14)	AS	89.3	7.4	3.3	4.32	.83	8.25**
	AT	83.9	11.9	4.2	4.19	.93	
I will try to advance regularly in rate (19)	AS	94.3	3.7	2.0	4.49	.74	7.70**
	AT	90.3	6.8	3.0	4.38	.82	
Items on Which ASs and ATs Did Not Differ							
Civilians make you feel uncomfortable when you wear your uniform off base (26)	AS	37.9	13.2	49.0	2.93	1.25	3.09
	AT	35.3	12.3	52.5	2.81	1.28	
The person I care about most is happy I am in the Navy (16)	AS	42.7	27.1	30.2	3.10	1.25	2.91
	AT	40.7	22.4	36.9	2.98	1.36	
In general, civilians like Navy personnel (27)	AS	26.7	36.5	36.9	2.81	1.01	2.76
	AT	29.4	40.2	30.5	2.99	1.03	
I do not intend to reenlist after finishing my enlistment (15)	AS	37.3	53.3	9.4	3.47	1.03	2.40
	AT	41.6	49.3	9.2	3.55	1.11	
In general, I'm satisfied with the pay I'm getting (33)	AS	36.7	11.9	51.4	2.68	1.20	2.12
	AT	32.3	14.3	53.4	2.58	1.25	
In the Navy I have experienced discrimination because of my sex (30)	AS	7.4	5.3	87.3	1.82	.92	.19
	AT	5.6	7.3	87.1	1.84	.89	
In general, I'm satisfied with the benefits the Navy provides (medical, insurance) (17)	AS	76.6	10.4	12.9	3.79	1.00	.14
	AT	74.0	12.3	13.7	3.77	1.07	
Items Where ATs Expressed More Agreement Than Did ASs							
Problems at home make me wish I could leave the Navy (28)	AS	23.3	12.4	64.3	2.55	1.15	31.39***
	AT	33.5	16.0	50.4	2.90	1.26	
In the Navy I have experienced discrimination because of my race (31)	AS	8.6	6.0	85.4	1.87	.96	21.07***
	AT	16.2	8.3	75.5	2.12	1.15	
I would leave the Navy if I had the chance (18)	AS	22.1	35.2	42.8	2.78	1.14	19.06**
	AT	31.8	34.3	33.9	3.06	2.25	
I am sorry I joined the Navy (29)	AS	15.6	18.3	66.0	2.36	1.15	17.28**
	AT	21.9	24.5	53.5	2.62	1.27	
I think a lot about getting out of the Navy (34)	AS	33.3	14.7	52.1	2.82	1.21	16.07**
	AT	42.6	15.3	42.1	3.08	1.26	
Being away from home bothers me (32)	AS	31.5	12.8	55.7	2.69	1.20	12.77**
	AT	38.6	14.0	47.3	2.92	1.27	
I think I know what I want to do with my life (20)	AS	76.5	20.8	2.6	4.07	.84	7.96**
	AT	80.3	17.0	2.8	4.20	.85	
In general, I think I could get a better job as a civilian than I have in the Navy (22)	AS	45.1	40.1	14.8	3.47	1.05	7.54**
	AT	51.1	35.8	13.1	3.63	1.10	
Being in the Navy greatly interferes with my family life (23)	AS	42.5	13.3	44.2	3.08	1.26	6.87**
	AT	49.0	14.4	36.6	3.26	1.29	
My friends at home hassle me about being in the Navy (25)	AS	12.4	7.1	80.6	2.11	.98	5.09*
	AT	16.5	8.0	75.5	2.23	1.10	

Note. Ns ranged between 1343 and 1359 for ASs, and between 464 and 473 for ATs.

^aNumbers in parentheses refer to Q3 item number.

^bAgreement percentages reflect "Strongly Agree" and "Agree" responses; Disagreement percentages reflect "Strongly Disagree" and "Disagree" responses.

^cBased on a 5-point scale where 1 = Strongly Disagree and 5 = Strongly Agree.

*p < .05.
**p < .01.
***p < .001.

Table 4

Select Training Experiences of Class "A" School (AS) and
Apprentice Training (AT) Personnel

Variable ^a	Training	Percentage of Recruits Reporting ^b			Mean ^c	SD	F
		Agreement	Uncertainty	Disagreement			
Items Where ASs Expressed More Agreement Than Did ATs							
I expected to go to Class "A" school after boot camp (39)	AS	91.5	4.2	4.4	4.42	.80	653.33*
	AT	42.6	16.2	41.1	3.11	1.29	
I had enough free time during my training to do the things I wanted (44)	AS	76.9	7.7	15.4	3.77	1.00	230.19*
	AT	46.7	7.7	45.5	2.88	1.34	
I received training in the general occupational area I wanted (43)	AS	73.1	7.3	19.5	3.68	1.17	229.27*
	AT	36.8	10.8	52.4	2.68	1.35	
My training will help me advance (68)	AS	73.7	16.9	9.4	3.79	.90	85.15*
	AT	53.7	21.7	24.5	3.32	1.09	
If I wanted a job, my training experiences would be helpful in getting me one (69)	AS	60.5	19.7	19.9	3.52	1.18	74.62*
	AT	40.1	20.3	39.6	3.00	1.31	
Items Where ATs Expressed More Agreement Than Did ASs							
I expected to go to apprentice training after boot camp (38)	AS	16.7	8.9	74.4	2.10	1.19	354.28*
	AT	60.1	9.1	30.7	3.33	1.29	
I did not have enough privacy during my training (77)	AS	29.6	15.5	54.8	2.78	1.09	77.20*
	AT	53.0	13.3	33.7	3.31	1.20	
I had little choice in setting my daily routine during my training (84)	AS	45.3	14.3	40.4	3.09	1.09	58.01*
	AT	63.8	14.8	21.5	3.54	1.06	
I had to spend too much time studying outside of class (61)	AS	15.8	11.5	72.8	2.33	.97	35.24*
	AT	26.5	13.3	60.1	2.67	1.07	
Too much time was spent on classroom instruction and not enough on practical or hands-on experience (64)	AS	46.5	15.3	38.2	3.20	1.25	28.30*
	AT	60.6	13.4	26.0	3.55	1.18	

Note. Ns ranged between 1333 to 1357 for ASs and between 444 and 468 for ATs.

^aNumbers in parentheses refer to Q3 item number.

^bAgreement percentages reflect "Strongly Agree" and "Agree" responses; Disagreement percentages reflect "Strongly Disagree" and "Disagree" responses.

^cBased on a 5-point scale where 1 = Strongly Disagree and 5 = Strongly Agree.

*p < .001.

Five basic factors with eigenvalues greater than 1.0, accounting for 79.7 percent of the variance, emerged from the factor analysis performed on the training experience factors. As shown in Table 5, these factors consisted of variables pertaining to the training instructors, the utility of the training, peer relationships, habitability, and the course material. Indices were computed based on the average responses to the items comprising each of these five factors.

Experience at Present Duty Station

Since the questionnaire was administered in March 1978, approximately 7 to 8 months after the subjects had completed recruit training, most individuals had completed their formal Navy training (especially the ATs) and were stationed at their first permanent duty station. Table 6, which compares AS and AT experiences at their present duty station, shows that ASs enjoyed their jobs more, were more likely to be assigned to their preferred duty stations, generally respected their supervisors more, and perceived that other personnel were easier to get to know than did ATs. ATs indicated receiving more unnecessary criticism, being supervised too closely, a greater likelihood to engage in repetitious tasks, and greater concern about getting hurt on the job. The two groups did not differ on various job related aspects (job pressure, performing menial jobs, motivation to perform), likelihood of discipline occurring for breaking unfamiliar rules, or adequacy of information about the duty station.

One significant factor (eigenvalue greater than 1.0), accounting for 77.9 percent of the variance, emerged from the factor analysis performed on these items. This factor, which is shown in Table 7, was representative of a negative evaluation of various work environment considerations. An index based on the average responses to the five items comprising this factor was computed.

Satisfaction with Present Duty Station

Table 8 compares AS and AT satisfaction with various aspects of the present duty station. As shown, on all items, ASs expressed more satisfaction than did ATs. ASs were significantly more satisfied than were ATs with their working conditions, chances for advancement, work/job duties, fairness of treatment, helpfulness of co-workers, opportunities at work, learning useful skills, and the pride and pace of work. They were more satisfied than ATs--but not significantly so--with examples set by supervisors, recognition for good performance, opportunities for privacy, opportunities to fully use one's ability, following strict rules of behavior, using one's free time for preferred activities, and job feedback.

One significant factor (eigenvalue greater than 1.0), accounting for 87.5 percent of the variance, resulted from the factor analysis performed on these items. This factor, shown in Table 9, primarily reflected positive interactions with supervisors. An index based on the average responses of the 10 items comprising this factor was computed.

Specific Perceptions of Class "A" School and Apprentice Training Personnel

Table 10 provides responses to items directed either to AS or AT personnel. As shown, almost 90 percent of the ASs reported that "A" schools are necessary, but only two-thirds felt their Navy schooling prepared them to perform the work required by their rating. Further, only 71 percent were satisfied with their rating. Most AS respondents had been told by their recruiters they would be going to an "A" school, and most were satisfied with the amount of leave time they had before beginning "A" school.

Table 5
Factor Analysis of Training Experiences
(For Both Class "A" School and Apprentice Training Personnel)

Factor/Item Components ^a	Factor Loading ^b				
	I	II	III	IV	V
I. <u>Instructors</u>					
My instructors tried to make sure that everyone understood what was being taught (49)	<u>.74</u>	.14	.06	-.01	-.07
My instructors gave everyone additional help when they needed it (48)	<u>.74</u>	.12	.08	.09	-.05
I was treated in a fair manner by my instructors (46)	<u>.70</u>	.13	.09	.11	-.10
My instructors were easy to talk to (45)	<u>.68</u>	.22	.12	.22	-.10
My instructors knew what they were talking about (47)	<u>.64</u>	.15	.08	.00	-.04
My instructors made me want to do my best (51)	<u>.59</u>	.25	.10	.09	.03
My instructors gave me feedback as to how well I was doing (50)	<u>.55</u>	.14	.09	.20	.00
Instructors gave recognition for good work (54)	<u>.49</u>	.14	.14	.11	.01
My instructors "picked-on" me (52)	<u>-.41</u>	-.12	-.11	.03	.20
II. <u>Utility of Training</u>					
Overall, my training was a valuable experience (99)	.17	<u>.70</u>	.16	.02	.01
If I wanted a civilian job, my training experiences would be helpful in getting me one (69)	.11	<u>.68</u>	.15	.04	-.01
My training will help me advance (68)	.15	<u>.65</u>	.14	.06	-.06
The training I received made good use of my abilities (57)	.24	<u>.63</u>	.12	.11	.07
I received training in the general occupational area I wanted (43)	.16	<u>.60</u>	.05	.21	-.02
In general, I was satisfied with the training I received (40)	.27	<u>.57</u>	.10	.15	.03
I was bored with the training I received (62)	-.17	<u>-.51</u>	-.08	-.13	.05
Going through my training has made me want to leave the Navy (96)	-.14	<u>-.40</u>	-.13	-.12	.13
III. <u>Peer Relationships</u>					
It was easy to get along with others in my training group (74)	.10	.10	<u>.69</u>	.10	-.09
During my training, I made friends that I will keep in touch with in the future (73)	.11	.17	<u>.57</u>	.08	.03
In general, I trusted people in my training group (71)	.19	.28	<u>.49</u>	.08	-.01
IV. <u>Habitability</u>					
I had enough free time during my training to do the things I wanted (44)	.27	.26	.06	<u>.52</u>	-.21
I did not have enough privacy during my training (77)	.21	.27	.15	<u>-.43</u>	.02
V. <u>Training Course Material</u>					
I had to spend too much time studying outside of class (61)	-.10	-.12	-.06	-.20	<u>.61</u>
During my training, material should have been covered more slowly so that it would have been easier to learn (63)	-.17	-.10	-.03	-.08	<u>.57</u>
In general, what I had to learn during my training was difficult (55)	.03	.16	.02	.00	<u>.51</u>

Note. N = 1602.

^aNumbers in parentheses refer to Q3 item number.

^bOnly items with factor loading of .40 or greater were included.

Table 6
Experiences of Class "A" School (AS) and
Apprentice Training (AT) Personnel at Present Duty Station

Variable ^a	Training	Percentage of Recruits Reporting ^b			Mean ^c	SD	F
		Agreement	Uncertainty	Disagreement			
Items Where ASs Expressed More Agreement Than Did ATs							
I enjoy the job I'm doing (133)	AS	56.4	14.7	29.1	3.28	1.29	31.05***
	AT	42.1	14.0	43.9	2.84	1.44	
I was assigned to the type of duty station I wanted (125)	AS	52.4	7.9	39.9	3.07	1.42	17.52***
	AT	38.1	10.4	50.8	2.72	1.45	
Being at this duty station has helped me feel good about the Navy (132)	AS	35.0	25.4	39.7	2.83	1.18	17.04***
	AT	28.3	19.3	52.3	2.54	1.26	
Members of my work group generally respect our supervisor (124)	AS	65.4	13.5	21.1	3.50	1.10	11.40***
	AT	58.2	22.2	32.3	3.27	1.27	
People at this duty station are generally easy to get to know (122)	AS	82.4	6.8	10.8	3.83	.86	5.74*
	AT	76.5	8.8	14.8	3.70	1.01	
Items On Which ASs and ATs Did Not Differ							
I feel pressured to finish my jobs at this duty station (128)	AS	26.4	16.9	56.6	2.68	1.05	3.66
	AT	31.1	15.7	53.2	2.80	1.18	
People get in trouble for breaking rules they were not told about (120)	AS	30.4	24.1	45.5	2.86	1.08	2.39
	AT	38.7	17.3	44.0	2.96	1.17	
At this duty station, I have to do jobs which I feel are below me (129)	AS	40.2	14.1	45.7	3.04	1.25	1.17
	AT	45.3	12.5	42.2	3.12	1.32	
Most people here try to do a good job (127)	AS	69.1	14.5	15.7	3.60	.98	1.05
	AT	65.9	15.3	18.8	3.54	1.03	
I was given the information I needed to find my way around my duty station (121)	AS	70.2	4.8	25.1	3.49	1.09	.44
	AT	68.3	4.8	26.9	3.44	1.12	
Items Where ATs Expressed More Agreement Than Did ASs							
At this duty station, I'm often criticized for no reason (130)	AS	22.3	11.6	66.1	2.53	1.12	10.62**
	AT	31.9	11.1	57.0	2.75	1.23	
My supervisor watches his workers too closely (123)	AS	18.9	18.3	62.9	2.56	.99	8.64**
	AT	27.6	15.2	57.3	2.74	1.15	
At this duty station, I generally have to do the same things with little chance to do many different things (131)	AS	40.7	16.7	42.6	3.05	1.19	8.19**
	AT	48.8	15.3	35.9	3.25	1.28	
I worry about getting hurt on the job (126)	AS	17.9	7.9	74.1	2.29	1.09	5.71*
	AT	24.5	9.7	65.9	2.45	1.22	

Note. Ns ranged between 1018 and 1030 for ASs and between 440 and 445 for ATs.

^aNumbers in parentheses refer to Q3 item number.

^bAgreement percentages reflect "Strongly Agree" and "Agree" responses; Disagreement percentages reflect "Strongly Disagree" and "Disagree" responses.

^cMeans are based on a 5-point scale where 1 = Strongly Disagree and 5 = Strongly Agree.

*p < .05.
**p < .01.
***p < .001.

Table 7
Factor Analysis of Duty Station Experiences (N = 1380)

Factor/Item Components ^a	Factor Loading ^b I
I. <u>Negative Work Environment Considerations</u>	
At this duty station, I'm often criticized for no reason (130)	.63
At this duty station, I generally have to do the same things with little chance to do many different things (131)	.54
My supervisor watches his workers closely (123)	.50
I feel pressure to finish my jobs at this duty station (128)	.48
At this duty station, I have to do jobs that I feel are below me (129)	.48

^aNumbers in parentheses refer to Q3 item number.

^bOnly items with factor loadings of .40 or greater were included.

Table 8
Satisfaction of Class "A" School (AS) and Apprentice Training (AT) Personnel
with Present Duty Station

Variables ^a	Training	Percentage of Recruits Reporting ^b			Mean ^c	SD	F
		Satisfaction	Neutrality	Dissatisfaction			
Working conditions (135)	AS	62.5	15.4	22.0	3.41	1.05	23.95**
	AT	49.4	18.8	31.8	3.10	1.16	
Chances for regular promotions and advancements (147)	AS	68.3	19.8	11.8	3.65	.94	20.57**
	AT	60.6	19.3	20.2	3.39	1.09	
Work/job duties (134)	AS	50.5	23.8	25.7	3.20	1.08	20.51**
	AT	38.0	25.6	36.4	2.90	1.18	
Fairness of treatment (139)	AS	62.6	17.1	20.3	3.47	1.06	18.88**
	AT	50.4	19.9	29.6	3.19	1.18	
Helpfulness of co-workers on the job (143)	AS	73.2	15.0	11.8	3.74	.95	16.23**
	AT	64.8	15.5	19.7	3.51	1.00	
Opportunities to do the type of work I want (140)	AS	45.5	20.3	34.3	3.06	1.22	15.45**
	AT	37.9	16.1	46.1	2.77	1.40	
Learning skills that will be useful later in my life (144)	AS	58.1	16.0	25.9	3.35	1.24	14.89**
	AT	45.7	20.9	33.4	3.06	1.34	
Pride that I can take in my work (150)	AS	65.5	17.2	17.4	3.55	1.03	14.75**
	AT	54.6	20.7	24.6	3.32	1.14	
Opportunities to work as part of a team (137)	AS	68.1	21.3	10.6	3.66	.90	14.63**
	AT	59.1	22.7	18.3	3.45	1.08	
Helpfulness of supervisors/leaders (136)	AS	72.1	13.6	14.4	3.70	1.00	13.87**
	AT	61.8	16.5	21.6	3.47	1.16	
Pace that I am allowed to work at (153)	AS	65.5	20.4	14.1	3.56	.98	12.48**
	AT	56.5	21.3	22.2	3.35	1.13	
Chances for getting more responsibility (138)	AS	62.2	16.8	21.0	3.46	1.06	11.21**
	AT	53.7	17.4	29.0	3.25	1.18	
Extent to which my supervisors/leaders think of me as a person (152)	AS	59.2	21.7	19.1	3.44	1.06	6.86*
	AT	51.6	24.8	23.6	3.28	1.15	
Examples that are set by my supervisors/leaders (151)	AS	54.9	19.7	25.3	3.32	1.12	3.63
	AT	50.1	20.2	29.7	3.20	1.21	
Recognition for doing my work well (142)	AS	53.3	21.5	25.1	3.28	1.11	3.30
	AT	50.2	19.4	30.5	3.16	1.22	
Opportunities for privacy (145)	AS	40.3	17.1	42.5	2.83	1.29	2.70
	AT	32.2	21.3	46.4	2.71	1.25	
Chances to fully use my abilities on the job (148)	AS	43.9	23.1	32.8	3.04	1.13	2.33
	AT	41.8	18.7	39.5	2.94	1.22	
Necessity of following strict rules of behavior (149)	AS	43.0	41.6	17.4	3.22	.91	1.23
	AT	37.9	43.0	19.2	3.16	.93	
Chance to use my free time for things I like to do (146)	AS	68.6	10.3	21.1	3.55	1.18	.88
	AT	65.0	11.8	24.3	3.48	1.26	
Information that lets me know exactly what I'm expected to do on my job (141)	AS	59.7	19.7	20.6	3.43	1.01	.21
	AT	58.1	20.4	21.5	3.40	1.15	

Note. Ns ranged between 1015 and 1024 for ASs and between 438 and 443 for ATs.

^aNumbers in parentheses refer to Q3 item number.

^bSatisfaction percentages reflect "Extremely Satisfied" and "Satisfied" responses; Dissatisfaction percentages reflect "Extremely Dissatisfied" and "Dissatisfied" responses.

^cMeans are based on a 5-point scale where 1 = Extremely Dissatisfied and 5 = Extremely Satisfied.

*p < .01.

**p < .001.

Table 9
Factor Analysis of Satisfaction with Duty Station Aspects (N = 1380)

Factor/Item Components ^a	Factor Loading ^b I
I. <u>Positive Supervisory Relationships</u>	
Extent to which my supervisors/leaders think of me as a person (152)	.73
Examples that are set by my supervisors/leaders (151)	.72
Helpfulness of my supervisors (136)	.70
Fairness of treatment (139)	.61
Recognition for doing my work duties well (142)	.56
Information that lets me know exactly what I'm expected to do on my job (141)	.53
Pace that I'm allowed to work at (153)	.51
Opportunities to work as part of a team (137)	.50
Chances for getting more responsibility (138)	.46
Helpfulness of co-workers on the job (143)	.43

^aNumbers in parentheses refer to Q3 item number.

^bOnly items with factor loadings of .40 or greater were included.

Table 10
Specific Perceptions of Class "A" School (AS) and Apprentice Training (AT) Personnel

Variable ^a	Percentage of Recruits Reporting ^b			Mean ^c	SD
	Agreement	Uncertainty	Disagreement		
Specific AS Perceptions					
I was satisfied with the amount of leave time I had before my Class "A" school began (115)	86.2	3.4	10.4	3.88	.87
I am satisfied with my rating (116)	70.5	13.3	16.2	3.70	1.13
Class "A" school prepared me to do the work of my rating (117)	66.5	17.1	16.5	3.58	1.03
Class "A" schools are a necessary part of the Navy (118)	87.1	8.7	4.3	4.14	.79
My recruiter told me I would be going to an "A" school (119)	84.4	1.9	13.7	4.01	1.01
Specific AT Perceptions					
Apprentice training was just like two more weeks of boot camp (154)	36.0	7.8	56.2	2.80	1.23
I am satisfied with my apprenticeship (155)	56.1	18.2	25.7	3.32	1.12
Apprentice training prepared me to do the work of my apprenticeship (156)	45.6	18.5	35.8	3.03	1.21
Apprentice training is a necessary part of the Navy (157)	56.2	19.4	24.4	3.33	1.19
Apprentice training is an example of what the Navy is like (158)	28.2	18.8	53.0	2.59	1.19
My recruiter told me I would be going to apprentice training (159)	31.3	8.0	60.6	2.44	1.39
I expected to go to an "A" school until near the end of boot camp (160)	37.3	13.5	49.3	2.89	1.35
I did not mind taking my leave time after apprentice training instead of after boot camp (161)	68.7	14.4	16.9	3.59	1.10
I know what rating I want to strike for (162)	78.8	13.4	7.9	4.08	1.02
Information is available here on how to strike for a rating (163)	76.2	10.2	13.6	3.77	1.03
It is hard to get a chance to strike for the rating I want (164)	42.4	20.7	36.9	3.16	1.32

Note.

1. Not all totals equal 100.0 percent due to rounding.

2. Ns ranged between 1329 and 1342 for ASs and between 382 and 386 for ATs.

^aNumbers in parentheses refer to Q3 item number.

^bAgreement percentages reflect "Strongly Agree" and "Agree" responses; Disagreement percentages reflect "Strongly Disagree" and "Disagree" responses.

^cMeans are based on a 5-point scale where 1 = Strongly Disagree and 5 = Strongly Agree.

Table 10 also shows that slightly more than half were satisfied with their apprenticeship and less than half felt they had been trained to do the work of their apprenticeship. Only one-third reported their recruiters had told them they would be going to apprenticeship training. While almost 80 percent knew what rating they wanted to strike for and had access to information on how to do it, over 60 percent reported difficulty or uncertainty in obtaining opportunities to strike for their preferred rating. Less than 30 percent felt apprentice training was an example of what the Navy was like.

Predictors of the Intentions to Complete the Enlistment and to Reenlist

Table 11 shows the results of the stepwise multiple regressions performed to determine which variables best predicted the intentions to complete the enlistment and to reenlist. The completion intention sample was randomly split into a validation group (N = 946) and a cross-validation group (N = 841). For the intention to complete the enlistment, approximately 42 percent of the variance was accounted for by the variables included in the analyses ($R = .64$). The best predictor was the general attitude item "I am sorry I joined the Navy." This item correlated negatively with the behavioral intention, indicating that, if one regretted joining the Navy, the intention to complete the enlistment would be low. The next best predictor was attempts to advance in rate. This item correlated positively with the intention to complete the enlistment, indicating that the more individuals agreed with this item, the more they agreed they would complete their enlistment. Organizational commitment also added significantly to the predictability of the behavioral intention (the higher the commitment, the higher the behavioral intention to complete). The other items in this table are all general attitude items. Attendance at either a Class "A" school or apprentice training, the indices based on the factor analyses, and the demographics did not significantly predict the intention to complete one's enlistment. The predictors listed in the table were stable, as the application of these predictors to the cross-validation group resulted in a multiple correlation of .64.

The reenlistment intention sample was also randomly split into a validation group (N = 944) and a cross-validation group (N = 917). Approximately 43 percent of the variance was accounted for ($R = .65$). Only three variables were found to significantly predict this intention. The best predictor was the intention to make the Navy a career; the higher the agreement with this item, the greater the intention to reenlist. The other two predictors were also general attitude items. The more regret over having joined the Navy and the more perception of better opportunities in civilian life, the less likely the intention to reenlist. The cross-validated multiple correlation was .60, which is indicative of good predictability of these variables.

Table 11

Results of Stepwise Multiple Regression to Determine Which Variables
Best Predicted Behavioral Intentions

Predictor ^a	R	R ²	r	F
Intention to Complete the Enlistment ^b				
I am sorry I joined the Navy (29)	.52	.267	-.52	5.58
I will try to advance in rate (19)	.61	.375	.48	83.95
Organizational commitment (index)	.63	.399	.52	5.50
I would leave the Navy if I had the chance (18)	.64	.408	-.47	4.67
So far, I am generally satisfied with the Navy (13)	.64	.413	.48	6.27
Intention to Reenlist ^c				
I intend to make the Navy my career (21)	.63	.399	.63	130.35
I am sorry I joined the Navy (29)	.65	.420	-.47	3.20
In general, I could get a better civilian job than I will have in the Navy (22)	.65	.428	-.44	7.26

^aNumbers in parentheses refer to questionnaire item number.

^bFor this intention, there were 946 persons in the validation sample and 841 in the cross-validation sample. The multiple correlation for the cross-validation sample was .64.

^cFor this intention, there were 944 persons in the validation sample and 917 in the cross-validation sample. The multiple correlation for the cross-validation sample was .60.

DISCUSSION AND CONCLUSIONS

When reading this section, it should be kept in mind that the information generated by this study is based upon a survey of behavioral intentions rather than actual behavior. The conclusions and recommendations should be evaluated accordingly. Also, only 50.2 percent of those sent questionnaires completed them and there is no way to determine how the responses of those who returned their questionnaires would differ from those who did not respond. However, an analysis of demographic variables (see Table 1) showed that those who responded tended to differ from those who did not respond in terms of sex, race, marital status, AFQT scores, educational level, and age.

The general attitudes, training experiences, duty station experiences, and duty station satisfaction for AS personnel were more positive than for AT personnel.

Although AS and AT personnel differed as to attitudinal, perceptual, and experiential differences, the type of training received was not significantly related to the behavioral intentions to complete the enlistment or to reenlist. The most important predictors of the behavioral intention to complete the enlistment and to reenlist were general attitude items, not demographic variables or specific training or duty station experiences.

Factors Affecting the Intention to Complete the Enlistment

The best predictor of the intention to complete one's enlistment was relative lack of expressed regret with the enlistment decision ("I am sorry I joined the Navy"): The greater the regret, the less likely the intention to complete the enlistment. Although this finding in itself does not explain why the decision is regretted, it does suggest a general dissatisfaction with being in the Navy. The regret responses are easier to understand when the individual items in the sections on experiences and on satisfaction with present duty stations are examined. Generally, negative aspects of both the work environment and duty station experiences were depicted (e.g., not enjoying the job, inappropriate duty station assignment, and engaging in menial jobs) and may have contributed to the regretted decisions.

The second best predictor was "I will try to advance in rate." The less likely the attempts at advancement, the lower the overall intention to complete the enlistment. This item, combined with the regret with joining the Navy item, accounted for 38 percent of the variance in the completion intention. The effects of this item may have been due to the perceived lack of opportunities for advancement or because of motivational problems contributing to a lack of interest in advancement. In light of other questionnaire item responses, the first of these two explanations provides the better interpretation. Several items throughout the questionnaire dealt specifically with the advancement issue ("I will try to advance regularly in rate," "My training will help me advance," and satisfaction with the perceived "Chances for regular promotions and advancements"). Although AS and AT respondents differed on each of these items, the intent to advance regularly was relatively high for both groups. However, their evaluation of the opportunities for advancement, as reflected by other items, was lower, especially for ATs. Consequently, the perceptions of the efficacy of the training for advancement as well as the opportunities for regular promotions and advancements were not as readily apparent. If one does not advance and/or get promoted, his/her future in the Navy will be limited. Although these findings are based on behavioral intentions, they nevertheless suggest the importance of providing personnel with the perception of making progress, acquiring appropriate training, and taking the most appropriate course for advancement and promotion.

Organizational commitment also helped to predict the behavioral intention to complete the enlistment: The lower the commitment index, the lower the intention. Commitment was lower for ATs. Many of the same explanations as described above (i.e., training experiences and duty station experiences) could be used to explain the responses found for the commitment index.

Consequently, the behavioral intention to complete the enlistment would be more positive if personnel did not regret the enlistment decision, perceived that there were many advancement opportunities, and had a high degree of organizational commitment. Part of the enlistment regret appears to be associated with the work environment and the job content. Since many menial jobs and undesirable work activities cannot be avoided entirely, a way must be found to minimize the negative aspects associated with these activities. Additionally, promotional and advancement opportunities should be clearly presented and developed for individuals. In this way, personnel will know precisely what is required for them to advance as well as being able to accurately assess their career potentials in the Navy.

Factors Affecting the Intention to Reenlist

The best predictor of the reenlistment intention was the intention to make the Navy a career. If people intended to make the Navy their career, they were more likely to report that they would reenlist. This is a very obvious conclusion and not particularly insightful. However, the next two items in this analysis are considerably more revealing ("I am sorry I joined the Navy," and "In general, I could get a better civilian job than I will have in the Navy"). The less regret over enlistment and the less attainable a better civilian job was perceived to be, the higher the intention to reenlist. As in the previous section, the perception of the opportunities provided by the Navy appears to be an important determinant of this behavioral intention. If the experiences and opportunities are perceived as beneficial to the individual, the reenlistment decision is more likely to be in the direction of remaining in the Navy. Thus, work environment, job factors, and career potential once again become important considerations in any long-term Navy commitment.

RECOMMENDATIONS

As indicated earlier, since the information generated by this study is based on a survey of behavioral intentions toward attrition/retention rather than actual behavior itself, the interpretations and recommendations should be evaluated accordingly. Nevertheless, the present findings suggest several steps that may be taken to influence attitudes and, correspondingly, future behavior.

1. Provide more information about the "undesirable" jobs and how they contribute to the effective functioning of the organization. Practically, it would be difficult to change job conditions or the tasks performed by ASs and ATs. However, if information is provided that details how and why these jobs are necessary and if it is made clear that one will not be doing the same undesirable task for an indefinite period of time, greater tolerance may result.

2. Develop career progression paths or tracks. Even if one does not go to an "A" school, personnel need to be aware of where they could "go" in the organization. The available options and alternatives need to be specified so that advancement potentials will be clarified. This information could be included in the existing General Military Training

Program, or Career Counseling Program. In either case, actions will have to be taken to revise existing programs to integrate this information specifically.

3. Extend the length of apprentice training. The attitudes, perceptions, and experiences of AT were generally more negative than for AS. Presently, apprentice training covers a period of 2 weeks where the very basic maintenance requirements are taught. If apprentice training were extended, ATs would learn more skills, thus improving job proficiency in the fleet. Also, the training itself would take on at least the appearance of technical training (e.g., an "A" school program). Thus, performance, prestige, relevance, and appropriateness should be increased for AT. Also, the capabilities and competencies for AT as perceived by others should increase. Such a program should increase one's own perceived efficacy as well as perceived opportunities for advancement. A 4-week apprentice training program that has already been developed for firemen should be monitored carefully to ascertain whether it should be applied to cover airmen and seamen.

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APPENDIX A
DATA SUMMARY LETTER SENT TO SURVEY GROUP MEMBERS



DEPARTMENT OF THE NAVY

NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER
SAN DIEGO, CALIFORNIA 92152

December 1977

Dear Survey Group Member:

This letter is a follow up to two questionnaires you completed while in Recruit Training. As you may recall, the purpose of these questionnaires was to find out your attitudes toward the Navy in general and boot camp in particular. This letter is intended to let you know some of the results of those questionnaires and to inform you of another questionnaire you will soon receive.

Your past participation has been very helpful. From your responses, we are beginning to get a better understanding of what enlisted people consider to be good and bad, important and unimportant parts of Navy life. The information you provided will be used to assist Navy management in evaluating its personnel policies and procedures.

If you are interested, some of the important results we have found from the previous surveys are reported on the attached page. We have gathered more information than we can report here. However, if you are interested in more of the results from the *first two surveys*, please write us at the address below and we will send you more information.

In order to get an accurate picture of what enlisted personnel think about their Navy experiences and what changes occur over time, we will soon send you another questionnaire. It will be concerned mainly with your training experiences. Your continued participation is extremely important if we are to maintain a picture of how people adjust to Navy life. Remember, this is your chance to express your opinions with the understanding that they will be combined with those of others in the sample and be given to Navy management with suggestions which reflect what you and others think are important things to have while in the Navy.

Thank you for your continued help.

For further information, write to us at the following address:

Commanding Officer
Navy Personnel Research and Development Center (Code 307, Attn.
SERLAN)
San Diego, California 92152

Attachment

A Summary Report of Respondents to Attitudinal Surveys
Administered During Recruit Training

Who was Surveyed

You were among a group of 4,911 recruits entering the Navy in June and July, 1977 who received attitudinal questionnaires concerning the Navy. About 96% were men and 4% were women. Around 94% had never been married and a little over 4% were married at the time they entered the Navy. The average age of your group was 19. Further, 72% of you were high school graduates or had some college education.

Motivations for Joining the Navy

When asked how important various factors were in influencing your group's decisions to join the Navy, several considerations were rated very highly. Over 80% reported that the desire to learn a skill had much influence in their decisions. Getting an education had much influence for more than 74%. Travel was cited by 64% as being important. Job security followed with 57% considering this of importance. Additionally, benefits were important for 54%.

General Attitudes Toward the Navy

The overall attitudes toward the Navy were generally positive. At the beginning of boot camp over 80% of your group indicated that they had given much thought to enlisting in the Navy before they actually did. Almost 90% said they would finish boot camp and their enlistments. At the beginning of boot camp 54% were satisfied with the Navy while at the end of boot camp 70% were satisfied.

Work Outcomes

At the end of boot camp 74% of your group felt that they were learning skills that would be useful later in their lives. Around 78% believed they had chances to better themselves in the Navy, while about 70% said they were being treated fairly.

APPENDIX B
TRAINING EXPERIENCES QUESTIONNAIRE

TRAINING EXPERIENCES QUESTIONNAIRE

You have been selected as one of a group of first-term Navy personnel who will be surveyed at various points during your enlistment. You should have filled out questionnaires about your attitudes towards the Navy both at the beginning and end of recruit training. The third questionnaire, which mainly concerns your training experiences, is attached. Please complete and send it back in the self-addressed, stamped return envelope within three (3) days. Your past participation has been most helpful and your present cooperation will continue to allow the opinions of enlisted personnel to be made known.

The purpose of these surveys is to find out your attitudes toward the Navy as you encounter new situations during your first enlistment. Since your responses will be used to make recommendations to Navy management about its personnel policies and procedures, it is important that you are frank when answering each of the items. Your individual responses are completely confidential and will be combined with those of many others.

You should have recently received a letter reminding you of the questionnaires you had completed and letting you know of some early findings. If you did not receive a copy of the early findings and would like them, let us know by enclosing your request in the return envelope along with the completed questionnaire.

Again, thank you for your cooperation.

PRIVACY ACT STATEMENT

Under the authority of 57USC301, as reflected in OPNAV Notice 5450 of 17 April 1975, information is requested regarding your personal opinions and attitudes. The information will be used for statistical purposes only. In no case will an individual's response be used in making decisions affecting that person. You are not required to provide this information; your participation is voluntary.

Developed by:

The Navy Personnel Research and Development Center
San Diego, California 92152

SERLAN TEQ 178

I. Please write your answers in the spaces provided.

1. Name _____
Last First Middle
2. Social Security Number

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3. Rate (example: FN, SA, ADAN) _____

II. Please circle the appropriate letter next to your answer.

4. Pay Grade
A. E-1
B. E-2
C. E-3
D. E-4
5. What is your current marital status?
A. Single
B. Married
C. Divorced
D. Other
6. What is your sex?
A. Male
B. Female
7. Which best describes your present assignment?
A. Shipboard duty
B. Shore duty
C. Air Squadron on carrier
D. Air Squadron ashore
E. School
8. How long have you been at your present duty station?
A. Less than 1 month
B. 1-2 months
C. 2-3 months
D. 4 or more months
9. What type of work do you primarily do now?
A. Student
B. Mess cooking
C. Compartment cleaning
D. Painting, chipping and other work space upkeep
E. Working in my rating
F. Other _____
10. What is your current occupational status?
A. Designated striker
B. Striking for a rating
C. Not striking for a rating
11. Where did you get your training after boot camp?
A. Apprentice training, San Diego
B. Apprentice training, Orlando
C. Apprentice training, Great Lakes
D. Class "A" School _____
(location)
12. Concerning being set-back or reassigned during my training after boot camp:
A. I was not set-back.
B. I was set-back because of medical reasons.
C. I was set-back because I did not study enough.
D. I was set-back because the tests were too difficult.
E. I was set-back because of disciplinary reasons.
F. I was set-back because of other reasons.

III. GENERAL ATTITUDES

Please show how much you agree or disagree with the following statements by circling the appropriate letter for each question in this booklet using the following scale:

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
13. So far, I am generally satisfied with the Navy.	A	B	C	D	E	1-40
14. I intend to complete my enlistment.	A	B	C	D	E	
15. I do not intend to reenlist after finishing my enlistment.	A	B	C	D	E	
16. The person I care about most is happy I am in the Navy.	A	B	C	D	E	
17. In general, I'm satisfied with the benefits the Navy provides (medical, insurance).	A	B	C	D	E	
18. I would leave the Navy if I had the chance.	A	B	C	D	E	
19. I will try to advance regularly in rate.	A	B	C	D	E	
20. I think I know what I want to do with my life.	A	B	C	D	E	
21. I intend to make the Navy my career.	A	B	C	D	E	
22. In general, I think I could get a better job as a civilian than I will have in the Navy.	A	B	C	D	E	
23. Being in the Navy greatly interferes with my family life.	A	B	C	D	E	
24. In general, my family approves of me being in the Navy.	A	B	C	D	E	
25. My friends at home hassle me about being in the Navy.	A	B	C	D	E	
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
26. Civilians make you feel uncomfortable when you wear your uniform off base.	A	B	C	D	E
27. In general, civilians like Navy personnel.	A	B	C	D	E
28. Problems at home make me wish I could leave the Navy.	A	B	C	D	E
29. I am sorry I joined the Navy.	A	B	C	D	E
30. In the Navy I have experienced discrimination because of my sex.	A	B	C	D	E
31. In the Navy, I have experienced discrimination because of my race.	A	B	C	D	E
32. Being away from home bothers me.	A	B	C	D	E
33. In general, I'm satisfied with the pay I'm getting.	A	B	C	D	E
34. I think a lot about getting out of the Navy.	A	B	C	D	E
35. The Navy has provided me an opportunity to improve the quality of my life.	A	B	C	D	E

IV. TRAINING EXPERIENCES (Apprentice Training or Class "A" School)

The statements below are concerned with things that you may have experienced while in apprentice training or Class "A" school. Using the following scale please show how much you agree or disagree with these statements by circling the appropriate letter for your answer to each question in this booklet.

36. I wanted to go to a Class "A" school.	A	B	C	D	E
37. I received accurate information in boot camp about what my training would be like.	A	B	C	D	E
38. I expected to go to apprentice training after boot camp.	A	B	C	D	E

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
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Experiences at Apprentice Training/"A" School

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
39. I expected to go to Class "A" school after boot camp.	A	B	C	D	E	
40. In general, I was satisfied with the training I received.	A	B	C	D	E	
41. Overall, I liked the way of life during my training.	A	B	C	D	E	
42. I worked hard during my training.	A	B	C	D	E	
43. I received training in the general occupational area I wanted.	A	B	C	D	E	
44. I had enough free time during my training to do the things I wanted.	A	B	C	D	E	
45. My instructors were easy to talk to.	A	B	C	D	E	
46. I was treated in a fair manner by my instructors.	A	B	C	D	E	
47. My instructors knew what they were talking about.	A	B	C	D	E	
48. My instructors gave students additional help when they needed it.	A	B	C	D	E	
49. My instructors tried to make sure that everyone understood what was being taught.	A	B	C	D	E	
50. My instructors gave me feedback as to how well I was doing.	A	B	C	D	E	
51. My instructors made me want to do my best.	A	B	C	D	E	
52. My instructors "picked-on" me.	A	B	C	D	E	
53. My instructors pressured students to finish their work.	A	B	C	D	E	1-80
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	

Experiences at Apprentice Training/"A" School

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
54. Instructors gave recognition for good work.	A	B	C	D	E	2-16
55. In general, what I had to learn during my training was difficult.	A	B	C	D	E	
56. My work was graded fairly.	A	B	C	D	E	
57. The training I received made good use of my abilities.	A	B	C	D	E	
58. People were made available to give extra help with class work.	A	B	C	D	E	
59. Most of my classes were self-paced, letting me learn at my own speed.	A	B	C	D	E	
60. I like the idea of self-paced classes better than lecture, group, or instructor led classes.	A	B	C	D	E	
61. I had to spend too much time studying outside of class.	A	B	C	D	E	
62. I was bored with the training I received.	A	B	C	D	E	
63. During my training, material should have been covered more slowly so it would have been easier to learn.	A	B	C	D	E	
64. Too much time was spent on classroom instruction and not enough on practical or hands-on experience.	A	B	C	D	E	
65. Students tried to help each other get through training.	A	B	C	D	E	
66. Too much time was spent waiting around or in holdover status.	A	B	C	D	E	
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	

Experiences at Apprentice Training/"A" School

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
67. I had too many "housekeeping" duties, such as buffing, swabbing, or head-cleaning, to do during my training.	A	B	C	D	E
68. My training will help me advance.	A	B	C	D	E
69. If I wanted a civilian job, my training experiences would be helpful in getting me one.	A	B	C	D	E
70. I hope to get additional Navy training in the future.	A	B	C	D	E
71. In general, I trusted the people in my training group.	A	B	C	D	E
72. Other members of my group liked their training.	A	B	C	D	E
73. During my training, I made friends that I'll try to keep in touch with in the future.	A	B	C	D	E
74. It was easy to get along with others in my training group.	A	B	C	D	E
75. I liked people in my training classes better than people who went through boot camp with me.	A	B	C	D	E
76. People of different races got along well in my training group.	A	B	C	D	E
77. I did not have enough privacy during my training.	A	B	C	D	E
78. In general, living conditions during my training were good.	A	B	C	D	E
79. I worried about having my things stolen during training.	A	B	C	D	E
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

Experiences at Apprentice Training/"A" School

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
80. People felt safe walking around the base alone at night.	A	B	C	D	E
81. Generally, the food was good during my training.	A	B	C	D	E
82. The medical and dental care was good during my training.	A	B	C	D	E
83. The base recreational facilities and activities at my training location were good.	A	B	C	D	E
84. I had little choice in setting my daily routine during my training.	A	B	C	D	E
85. In general, students were able to get enough sleep during training.	A	B	C	D	E
86. The study facilities at my training location were good.	A	B	C	D	E
87. Many of the rules and regulations I had to follow during my training were unnecessary.	A	B	C	D	E
88. Discipline was fair during my training.	A	B	C	D	E
89. I kept getting into trouble during my training.	A	B	C	D	E
90. I was not treated as a responsible person during my training.	A	B	C	D	E
91. During my training, I was given information about what to expect at a permanent duty station.	A	B	C	D	E
92. During my training, I was given information about what job duties to expect at a permanent duty station.	A	B	C	D	E
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

Experiences at Apprentices Training/"A" School

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
93. During my training, I felt part of a team.	A	B	C	D	E
94. I was bothered by the amount of drug or alcohol use I saw during my training.	A	B	C	D	E
95. We had more freedom during my training than we had in boot camp.	A	B	C	D	E
96. Going through my training has made me want to leave the Navy.	A	B	C	D	E
97. During my training, someone was always there to answer questions I had about the Navy.	A	B	C	D	E
98. During my training, people got in trouble for breaking rules they were not told about.	A	B	C	D	E
99. Overall, my training was a valuable experience.	A	B	C	D	E

V. NAVY ATTITUDES

Indicate the extent to which you agree or disagree with each of the following statements regarding your overall attitudes toward the Navy. Circle the appropriate letter for each statement in this booklet.

100. I am willing to put forth effort beyond that normally expected in order to help the Navy be successful.	A	B	C	D	E
101. I talk up the Navy to my friends as a great organization to work for.	A	B	C	D	E
102. I feel little loyalty to the Navy.	A	B	C	D	E
103. I would accept almost any type of job assignment in order to keep working for the Navy.	A	B	C	D	E

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
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	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
104. I find that my values and the Navy's are very similar.	A	B	C	D	E	
105. I am proud to tell others that I am in the Navy.	A	B	C	D	E	
106. I could just as well be working for a different organization as long as the type of work was similar.	A	B	C	D	E	
107. The Navy really inspires the best in me in the way of job performance.	A	B	C	D	E	
108. It would take little change in my present circumstances to cause me to leave the Navy.	A	B	C	D	E	
109. I am glad that I chose the Navy over other organizations I was considering at the time I joined.	A	B	C	D	E	
110. There's not much to be gained by sticking with the Navy indefinitely.	A	B	C	D	E	
111. Deciding to work for the Navy was a mistake on my part.	A	B	C	D	E	
112. I find it difficult to agree with the Navy's policies on important matters relating to its personnel.	A	B	C	D	E	
113. I care about what happens to the Navy.	A	B	C	D	E	
114. For me, the Navy is the best of all possible organizations to work for.	A	B	C	D	E	2-76
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	

VI. FOR PEOPLE WHO ARE IN OR WENT TO CLASS "A" SCHOOL

If you are in or went to a Class "A" school, please show how much you agree or disagree with the following statements by circling the appropriate letter for your answer to each question. If you did not go to a Class "A" school, skip the next 5 items.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
115. I was satisfied with the amount of leave time I had before my Class "A" school began.	A	B	C	D	E	3-16
116. I am satisfied with my rating.	A	B	C	D	E	
117. Class "A" school prepared me to do the work of my rating.	A	B	C	D	E	
118. Class "A" schools are a necessary part of the Navy.	A	B	C	D	E	
119. My recruiter told me I would be going to an "A" school.	A	B	C	D	E	
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	

IF YOU ARE PRESENTLY IN SCHOOL, THE FOLLOWING SECTIONS TO NOT APPLY TO YOU. PLEASE MAIL US YOUR QUESTIONNAIRE IN THE RETURN ENVELOPE.

IF YOU ARE AT A DUTY STATION, PLEASE **COMPLETE** THE REMAINING SECTIONS BEFORE RETURNING YOUR QUESTIONNAIRE.

VII. EXPERIENCES AT PRESENT DUTY STATION

The following statements are intended to describe your experiences at your present duty station. Please indicate the extent to which you agree or disagree that each of the following actually has taken place at your present duty station. Use the following scale when making your choices:

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
120. People get in trouble for breaking rules they were not told about.	A	B	C	D	E
121. I was given the information I needed to find my way around my duty station.	A	B	C	D	E
122. People at this duty station are generally easy to get to know.	A	B	C	D	E
123. My supervisor watches his workers too closely.	A	B	C	D	E
124. Members of my work group generally respect our supervisor.	A	B	C	D	E
125. I was assigned to the type of duty station I wanted.	A	B	C	D	E
126. I worry about getting hurt on the job.	A	B	C	D	E
127. Most people here try to do a good job.	A	B	C	D	E
128. I feel pressured to finish my jobs at this duty station.	A	B	C	D	E
129. At this duty station, I have to do jobs which I feel are below me.	A	B	C	D	E
130. At this duty station, I'm often criticized for no reason.	A	B	C	D	E
131. At this duty station, I generally have to do the same things with little chance to do many different things.	A	B	C	D	E
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
132. Being at this duty station has helped me feel good about the Navy.	A	B	C	D	E
133. I enjoy the job I'm doing.	A	B	C	D	E
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

VIII. SATISFACTION WITH PRESENT DUTY STATION

For each of the items below, please show how satisfied you are with these conditions at your present duty station. Circle the appropriate letter for each item using the following scale:

	Extremely Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Extremely Satisfied
134. Work/job duties	A	B	C	D	E
135. Working conditions	A	B	C	D	E
136. Helpfulness of supervisors/leaders	A	B	C	D	E
137. Opportunities to work as part of a team	A	B	C	D	E
138. Chances for getting more responsibility	A	B	C	D	E
139. Fairness of treatment	A	B	C	D	E
140. Opportunities to do the type of work I want	A	B	C	D	E
141. Information which lets me know exactly what I'm expected to do on my job	A	B	C	D	E
142. Recognition for doing my work duties well	A	B	C	D	E
143. Helpfulness of co-workers on the job	A	B	C	D	E
144. Learning skills that will be useful later in my life	A	B	C	D	E
145. Opportunities for privacy	A	B	C	D	E
146. Chance to use my free time for things I like to do	A	B	C	D	E
147. Chances for regular promotions and advancements	A	B	C	D	E

	Extremely Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Extremely Satisfied
148. Chances to fully use my abilities on the job	A	B	C	D	E
149. Necessity of following strict rules of behavior	A	B	C	D	E
150. Pride that I can take in my work	A	B	C	D	E
151. Examples that are set by my supervisors/leaders	A	B	C	D	E
152. Extent to which my supervisors/ leaders think of me as a person	A	B	C	D	E
153. Pace that I am allowed to work at	A	B	C	D	E
	Extremely Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Extremely Satisfied

IX. FOR PEOPLE WHO WENT THROUGH APPRENTICE TRAINING

If you went through an Apprentice Training program, please show how much you agree or disagree with the following statements by circling the appropriate letter for your answer to each question. If you did not go through Apprentice Training, skip items 154 – 164.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
154. Apprentice training was just like two more weeks of boot camp.	A	B	C	D	E	
155. I am satisfied with my apprenticeship.	A	B	C	D	E	
156. Apprentice training prepared me to do the work of my apprenticeship.	A	B	C	D	E	
157. Apprentice training is a necessary part of the Navy.	A	B	C	D	E	
158. Apprentice training is an example of what the Navy is like.	A	B	C	D	E	
159. My recruiter told me I would be going to apprentice training.	A	B	C	D	E	
160. I expected to go to an "A" school until near the end of boot camp.	A	B	C	D	E	
161. I did not mind taking my leave time after apprentice training instead of after boot camp.	A	B	C	D	E	
162. I know what rating I want to strike for.	A	B	C	D	E	
163. Information is available here on how to strike for a rating.	A	B	C	D	E	
164. It is hard here to get a chance to strike for the rating I want.	A	B	C	D	E	3-65
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	

Thank you for your cooperation

If you have any additional comments you would like to add, feel free to do so on this page.

Then, please place this completed questionnaire in the enclosed, self-addressed envelope and put them in the mail.

Thank you again.

APPENDIX C
TRAINING EXPERIENCES OF CLASS "A" SCHOOL AND
APPRENTICE TRAINING PERSONNEL

Table C-1
Training Experiences of Class "A" School (AS) and
Apprentice Training (AT) Personnel

Variable ^b	Training	Percentage of Recruits Reporting ^a			Mean ^c	SD	F
		Agreement	Uncertainty	Disagreement			
Items Where ASs Expressed More Agreement Than Did ATs							
I expected to go to Class "A" school after boot camp (39)	AS	91.5	4.2	4.4	4.42	.80	653.33***
	AT	42.6	16.2	41.1	3.11	1.29	
I had enough free time during my training to do the things I wanted (44)	AS	76.9	7.7	15.4	3.77	1.00	230.19***
	AT	46.7	7.7	45.5	2.85	1.34	
I received training in the general occupational area I wanted (43)	AS	73.1	7.3	19.5	3.68	1.17	229.27***
	AT	36.8	10.8	52.4	2.68	1.35	
My training will help me advance (68)	AS	73.7	16.9	9.4	3.79	.90	85.15***
	AT	53.7	21.7	24.5	3.32	1.09	
If I wanted a job, my training experiences would be helpful in getting me one (69)	AS	60.5	19.7	19.9	3.52	1.18	74.62***
	AT	40.1	20.3	39.6	3.00	1.31	
In general, I was satisfied with the training I received (40)	AS	72.9	10.6	16.5	3.68	1.03	73.89***
	AT	54.9	11.8	33.3	3.19	1.19	
I wanted to go to a Class "A" school (36)	AS	95.7	2.3	1.9	4.56	.69	70.87***
	AT	79.7	11.5	8.7	4.20	1.07	
Overall I liked the way of life during my training (41)	AS	69.3	14.3	26.5	3.40	1.13	66.27***
	AT	39.2	19.4	41.4	2.90	1.22	
My instructors gave me feedback as to how well I was doing (50)	AS	73.4	10.4	16.2	3.73	.97	59.89***
	AT	56.1	11.7	32.2	3.30	1.18	
The base recreational facilities and activities at my training location were good (83)	AS	78.8	10.4	10.7	3.85	.92	58.54***
	AT	61.4	15.4	23.2	3.45	1.08	
In general, students were able to get enough sleep during training (85)	AS	82.9	17.2	11.7	3.82	.88	57.75***
	AT	66.6	9.1	24.3	3.43	1.12	
My instructors gave students additional help when they needed it (48)	AS	86.4	7.7	5.9	4.07	.81	53.00***
	AT	71.6	13.1	15.3	3.72	1.08	
Other members of my group liked their training (72)	AS	62.7	27.8	9.4	3.59	.80	44.80***
	AT	43.8	41.0	15.2	3.29	.89	
My instructors were easy to talk to (45)	AS	77.9	8.5	13.6	3.82	.99	44.77***
	AT	64.5	9.0	26.4	3.44	1.23	
People were made available to give extra help with class work (58)	AS	69.9	10.3	19.8	3.61	1.02	42.40***
	AT	54.5	13.4	32.1	3.24	1.14	
In general, what I had to learn during my training was difficult (55)	AS	36.4	13.7	49.9	2.85	1.12	40.42***
	AT	22.6	11.1	69.4	2.48	1.05	
Instructors gave recognition for good work (54)	AS	69.3	11.7	19.0	3.62	.99	39.63***
	AT	53.9	16.6	29.5	3.27	1.09	
I liked people in my training classes better than people who went through boot camp with me (75)	AS	38.1	35.1	26.8	3.17	1.03	37.78***
	AT	21.3	43.0	35.6	2.83	.94	
Overall, my training was a valuable experience (99)	AS	77.2	15.0	7.8	3.94	.93	37.50***
	AT	66.2	17.9	15.9	3.62	1.07	
We had more freedom during my training than we had in boot camp (95)	AS	96.2	1.0	2.9	4.47	.72	36.40***
	AT	90.4	4.4	5.3	4.22	.85	
The training I received made good use of my abilities (57)	AS	61.5	20.1	18.4	3.51	1.03	33.80***
	AT	48.4	21.8	29.8	3.18	1.16	
The study facilities at my training location were good (86)	AS	74.0	9.3	16.8	3.66	.96	31.65***
	AT	59.7	14.4	25.9	3.35	1.08	
Most of my classes were self-paced, letting me learn at my own speed (59)	AS	46.2	17.9	35.9	3.17	1.37	25.96***
	AT	27.4	9.1	63.5	2.51	1.16	
In general, I trusted the people in my training group (71)	AS	79.3	13.2	7.5	3.83	.81	25.33***
	AT	67.1	19.1	13.7	3.60	.98	

Note. Ns ranged from 1333 to 1357 for ASs and from 444 to 468 for ATs.

^aAgreement percentages reflect "Strongly Agree" and "Agree" responses; Disagreement percentages reflect "Strongly Disagree" and "Disagree" responses.

^bNumbers in parentheses refer to Q3 item number.

^cBased on a 5-point scale where 1 = Strongly Disagree and 5 = Strongly Agree.

***p < .001.

Table C-1 (Continued)

Variable ^b	Training	Percentage of Recruits Reporting ^a			Mean ^c	SD	F
		Agreement	Uncertainty	Disagreement			
Items Where ASs Expressed More Agreement Than Did ATs (Continued)							
Generally, the food was good during my training (81)	AS	53.3	11.4	35.3	3.12	1.25	23.96***
	AT	40.7	13.0	46.2	2.79	1.24	
During my training someone was always there to answer questions I had about the Navy (97)	AS	77.3	15.8	26.9	4.47	.72	17.49***
	AT	48.4	12.1	39.5	3.08	1.16	
During my training, I was given information about what job duties to expect at a permanent duty station (92)	AS	59.9	8.7	31.5	3.27	1.14	17.11***
	AT	51.0	6.3	42.8	3.01	1.26	
During my training, I made friends that I'll try to keep in touch with in the future (73)	AS	79.4	10.8	9.7	3.91	.87	13.36***
	AT	72.3	12.1	15.6	3.73	1.02	
I was bothered by the amount of drug or alcohol use I saw during my training (94)	AS	34.3	11.4	54.3	2.80	1.25	13.25***
	AT	25.0	12.7	62.4	2.55	1.25	
I was treated in a fair manner by my instructors (46)	AS	85.0	6.6	8.4	3.96	.86	11.33***
	AT	77.2	11.4	11.4	3.80	.97	
It was easy to get along with others in my training group (74)	AS	90.5	5.8	3.9	4.05	.64	10.76**
	AT	84.5	7.8	7.6	3.93	.78	
My instructors knew what they were talking about (47)	AS	84.9	10.6	4.4	4.05	.77	8.31**
	AT	77.6	16.1	6.2	3.93	.86	
In general, living conditions during my training were good (78)	AS	72.7	8.1	19.2	3.62	1.07	8.00**
	AT	67.6	9.8	22.6	3.46	1.08	
During my training, I was given information about what to expect at a permanent duty station (91)	AS	53.9	9.9	36.2	3.14	1.18	6.40*
	AT	48.0	8.4	43.5	2.98	1.27	
My work was graded fairly (56)	AS	89.4	7.0	3.6	4.00	.64	6.19*
	AT	83.8	9.5	6.7	3.91	.79	
My instructors tried to make sure that everyone understood what was being taught (49)	AS	84.2	8.0	7.9	4.02	.86	5.41*
	AT	81.2	7.5	11.2	3.91	.95	
People of different races got along well (76)	AS	76.2	16.1	7.8	3.81	.82	3.97*
	AT	73.4	15.1	11.4	3.72	.94	
Items on Which ASs and ATs Did Not Differ							
I worked hard during my training (42)	AS	80.1	7.0	12.8	3.90	.93	3.48
	AT	84.3	7.3	8.4	4.00	.86	
I had too many "housekeeping" duties, such as buffing, swabbing, or head cleaning to do during my training (67)	AS	33.3	9.5	57.2	2.82	1.15	2.89
	AT	28.7	12.2	59.1	2.71	1.14	
My instructors pressured students to finish their work (53)	AS	42.4	17.1	40.6	3.00	1.19	2.38
	AT	39.1	16.0	44.9	2.91	1.21	
Students tried to help each other get through training (65)	AS	84.2	6.5	9.1	3.94	.86	1.94
	AT	82.4	8.9	8.7	4.00	.95	
During my training, people got in trouble for breaking rules they were not told about (98)	AS	38.6	23.9	37.6	3.04	1.06	1.63
	AT	42.1	22.5	35.4	3.12	1.12	
The medical-dental care was good during my training (82)	AS	66.2	17.6	16.1	3.59	1.03	1.35
	AT	70.3	12.9	16.8	3.65	1.08	
People felt safe walking around the base alone at night (80)	AS	63.8	14.7	21.4	3.48	1.07	.78
	AT	60.1	18.1	21.8	3.43	1.14	
I hope to get additional Navy training in the future (70)	AS	78.1	15.5	6.4	4.04	.93	.65
	AT	76.8	13.0	10.2	4.00	1.08	

Note. Ns ranged from 1333 to 1357 for ASs and from 444 to 468 for ATs.

^aAgreement percentages reflect "Strongly Agree" and "Agree" responses; Disagreement percentages reflect "Strongly Disagree" and "Disagree" responses.

^bNumbers in parentheses refer to Q3 item number.

^cBased on a 5-point scale where 1 = Strongly Disagree and 5 = Strongly Agree.

*p < .05.

**p < .01.

***p < .001.

Table C-1 (Continued)

Variable ^b	Training	Percentage of Recruits Reporting ^a			Mean ^c	SD	F
		Agreement	Uncertainty	Disagreement			
Items on Which ASs and ATs Did Not Differ (Continued)							
I received accurate information in boot camp about what my training would be like (37)	AS	31.5	10.2	58.4	2.61	1.23	.43
	AT	35.7	8.8	55.4	2.65	1.28	
My instructors made me want to do my best (51)	AS	60.7	20.4	18.8	3.56	1.04	.37
	AT	62.5	17.3	20.4	3.53	1.08	
Discipline was fair during my training (88)	AS	72.7	13.2	14.2	3.62	.88	.10
	AT	73.6	13.6	12.8	3.63	.87	
My instructors "picked-on" me (52)	AS	3.9	4.7	91.5	1.78	.77	.04
	AT	3.5	7.2	89.3	1.77	.76	
Many of the rules and regulations I had to follow during my training were unnecessary (87)	AS	52.7	17.6	29.7	3.39	1.16	.002
	AT	54.3	15.6	30.3	3.39	1.20	
I kept getting into trouble during my training (89)	AS	4.6	2.4	93.1	1.59	.79	.00
	AT	4.8	2.2	93.0	1.59	.80	
Items Where ATs Expressed More Agreement Than Did ASs							
I expected to go to apprentice training after boot camp (38)	AS	16.7	8.9	74.4	2.10	1.19	354.28***
	AT	60.1	9.1	30.7	3.33	1.29	
I did not have enough privacy during my training (77)	AS	29.6	15.5	54.8	2.78	1.09	77.20***
	AT	53.0	13.3	33.7	3.31	1.20	
I had little choice in setting my daily routine during my training (84)	AS	45.3	14.3	40.4	3.09	1.09	58.01***
	AT	63.8	14.8	21.5	3.54	1.06	
I had to spend too much time studying outside of class (61)	AS	15.8	11.5	72.8	2.33	.97	35.24***
	AT	26.5	13.3	60.1	2.67	1.07	
Too much time was spent on classroom instruction and not enough on practical or hands-on experience (64)	AS	46.5	15.3	38.2	3.20	1.25	28.30***
	AT	60.6	13.4	26.0	3.55	1.18	
I worried about having my things stolen during training (79)	AS	41.9	10.5	47.6	3.02	1.22	26.66***
	AT	56.8	9.3	33.9	3.36	1.24	
I was bored with the training I received (62)	AS	18.8	12.2	68.9	2.40	1.06	20.24**
	AT	26.4	15.7	58.0	2.66	1.13	
I like the idea of self-paced classes better than lecture, group, or instructor led classes (60)	AS	46.2	17.9	35.9	3.17	1.37	10.32**
	AT	53.2	20.6	26.1	3.40	1.24	
Going through my training has made me want to leave the Navy (96)	AS	8.9	14.7	76.3	^	.94	9.75**
	AT	11.2	21.4	67.4	2.33	.97	
I was not treated as a responsible person during my training (90)	AS	12.7	13.0	64.2	2.46	1.14	9.14**
	AT	30.3	13.0	56.7	2.65	1.25	
During my training, I felt part of a team (93)	AS	54.6	15.7	29.7	3.29	1.04	7.71**
	AT	63.2	11.8	24.9	3.45	1.06	
During my training, material should have been covered more slowly (63)	AS	33.5	18.8	47.6	2.88	1.15	4.60*
	AT	39.9	15.6	44.4	3.02	1.17	
Too much time was spent waiting around or in holdover status (66)	AS	34.3	16.0	49.7	2.92	1.21	4.59*
	AT	37.4	25.1	37.5	3.05	1.16	

Note. Ns ranged from 1333 to 1357 for ASs and from 444 to 468 for ATs.

^aAgreement percentages reflect "Strongly Agree" and "Agree" responses; Disagreement percentages reflect "Strongly Disagree" and "Disagree" responses.

^bNumbers in parentheses refer to Q3 item number.

^cBased on a 5-point scale where 1 = Strongly Disagree and 5 = Strongly Agree.

*p < .05.

**p < .01.

***p < .001.

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